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UD 005 127

AN INVENTORY FOR THE ASSESSMENT AND IDENTIFICATION OF  
EDUCATIONALLY DISADVANTAGED CHILDREN FOR TITLE I, 1967-68.  
(TITLE SUPPLIED).

RACINE UNIFIED SCHOOL DIST. NO. 1, WIS.

PUB DATE

67

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DESCRIPTORS- \*IDENTIFICATION, \*EDUCATIONALLY DISADVANTAGED,  
\*QUESTIONNAIRES, \*ELEMENTARY SCHOOL STUDENTS, \*RATING SCALES,  
RACINE, WISCONSIN, ESEA TITLE I

THIS INVENTORY WAS DEVELOPED TO IDENTIFY EDUCATIONALLY  
DISADVANTAGED STUDENTS IN THE TEN RACINE, WISCONSIN, SCHOOLS  
ELIGIBLE FOR ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I  
FUNDS. THE ASSESSMENT CAN ALSO SERVE TO EVALUATE THE MOST  
PRESSING STUDENT NEEDS AND TO DEVELOP TITLE I PROGRAMS. THE  
INVENTORY CONSISTS OF A QUESTIONNAIRE AND A RATING SCALE TO  
BE COMPLETED BY THE TEACHERS ON A STUDENT'S ACHIEVEMENT,  
ABILITY, ATTITUDES, AND BEHAVIOR. THE QUESTIONS ALSO DEAL  
WITH A STUDENT'S FAMILY STATUS, RACE, AND SCHOOL ATTENDANCE.  
(NH)

Unified School District No. 1  
Racine, Wisconsin

TITLE I, E.S.E.A., 1967-68

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Dear \_\_\_\_\_:

In an effort to more adequately identify the elementary school children who are the most seriously educationally disadvantaged, and to specifically determine their most pressing needs and deficiencies, the Advisory Committee for Racine's Title I program has developed an Assessment Inventory. This inventory will be completed for each child who is enrolled in our ten project area schools.

The inventory was evaluated by over 60 teachers from inner-city, outer-city, and non-public elementary schools. It attempts to assess each child's achievement, ability, attitudes, behavior, and other characteristics related to learning. The results of the assessment will be:

1. The identification of those children most seriously disadvantaged.
2. A description of their most pressing needs.
3. Information which will provide direction for developing the Title I program for 1967-68 which will be specifically geared to meet the needs of those disadvantaged children identified.

We will, in short, be able to design a program based on the real needs of children. These are children who should receive additional programs and services, above and beyond what the regular school program offers. This is an expressed intent of Title I programs under the Elementary and Secondary Education Act.

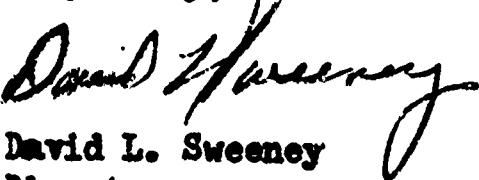
In order to implement this assessment, it will be necessary to provide some assistance for the teachers in the 10 project area elementary schools. The assessment inventory takes approximately 15-20 minutes to complete for each child. We are attempting to provide one-half day of released time for each teacher to enable her to partially complete this massive task.

We are requesting the assistance of all the administrative and supervisory staff of the school district to aid in this project. Our funds for providing substitute teachers are far from sufficient, as is the number of substitute teachers.

Would you please come in to an inner-city elementary school and teach for as many half-days as possible during the period of January 22nd through February 2nd?

If you could, we ask you to complete the attached form and return it by January 12th to the Title I office, Administration Building.

Very truly,



David L. Sweeney  
Director  
Title I

DLS/rp  
att.

TITLE I, E.S.E.A., 1967-68

Please complete the following by indicating which half-days you would be willing to work in an inner-city elementary school. You may request a grade level if you wish, or accept which ever assignment is given.

Name: \_\_\_\_\_

Position: \_\_\_\_\_

School or Location: \_\_\_\_\_

DATE	January 22	January 23	January 24	January 25	January 26
A.M.					
P.M.					

DATE	January 29	January 30	January 31	February 1	February 2
A.M.					
P.M.					

Thank you very much.

Please return to Title I office by January 12, 1968.

**STUDENT'S NAME**

Handwriting practice sheet for the number 12. The page contains 36 numbered rows, each with a large number 12 and a dotted number 12 for tracing. The rows are organized into four groups of nine rows each, with numbers 1 through 9, 10 through 18, 19 through 27, and 28 through 36. Each row is designed for tracing practice on a four-line grid.

# ASSESSMENT OF INDIVIDUALS AND NEEDS OF EDUCATIONALLY DISADVANTAGED CHILDREN

[illegible][illegible]

HALF-DAYS	ABSENT
1965-66	
1966-67	



**COVER SHEET****TITLE I ASSESSMENT INVENTORY**

Name of child \_\_\_\_\_

Date of birth \_\_\_\_\_

Address \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Child's I.Q. at last testing \_\_\_\_\_

Grade at time of testing \_\_\_\_\_

Number of children in child's family Older \_\_\_\_\_

Younger \_\_\_\_\_

Circle the correct answer

1. The father is present in the child's home

Yes No

2. The mother is present in the child's home

Yes No

3. The race of the child is

Caucasian

Negro

Other (specify) \_\_\_\_\_

4. Number of half days attended in 1965-66 \_\_\_\_\_

Number of half days attended in 1966-67 \_\_\_\_\_

Schools attended by the child

(If child attended more than one school in any given year please specify the schools attended. In the case of those children who transferred into the Unified System from another school system, specify the school and/or system from which they transferred only. Do not list those schools attended prior to this.)

1966-67 \_\_\_\_\_ Grade \_\_\_\_\_

1965-66 \_\_\_\_\_ Grade \_\_\_\_\_

1964-65 \_\_\_\_\_ Grade \_\_\_\_\_

1963-64 \_\_\_\_\_ Grade \_\_\_\_\_

1962-63 \_\_\_\_\_ Grade \_\_\_\_\_

1961-62 \_\_\_\_\_ Grade \_\_\_\_\_

1960-61 \_\_\_\_\_ Grade \_\_\_\_\_

### DIRECTIONS FOR COMPLETING THE STUDENT RATING SCALE

The IBM sheets are roughly divided in half. The top half of the page is for data about the child which will be filled in at the Central Office from information you have provided on the Cover Sheet and from other sources. You do not need to fill in any portion of the top half of the sheet.

The bottom half contains response forms for forty-two items of the Student Rating Scale. Each item provides for a choice of seven responses. These coincide with the seven point scale for each of the forty-two items on the Student Rating Scale. Thus, instead of marking the ranking directly on the scale you will make the appropriate mark on the IBM sheet.

The items on the Student Rating Scale have been set up on a continuum rating principle, utilizing a seven point scale. Each item is introduced by a stem that describes in a general way the student attributes to be dealt with. The two poles of the continuum describe the extremes of these attributes in a quantitative and/or qualitative way. If one of these descriptions fit the child you would make a mark between the first or last dotted lines as appropriate on the IBM answer sheet.

|   |   |   |   |   |   |

or

:   :   :   :   :   :   |

If the child's characteristics would indicate that he approaches the characteristics described by the statement at either end of the continuum, but does not quite fit the extremes implied by these statements you would mark the scale as shown below.

|| | || || || ||

or

|| | || || || |

If the child is pretty much in between the two characteristics but leans in one direction or the other the scales would be marked as below.

|| || | || || || ||

or

|| || || || | || ||

If the child can best be described as neutral with respect to the characteristic being described, then the middle blank should be marked as such:

|| || || | || || ||

It can be observed that the continuum of the descriptive scale basically deals with frequency of occurrence or intensity of characteristics, or both. These are to be ranked on a seven point continuum and it is important that the full range of the scale be utilized. This does not imply an indiscriminate use of the extremes of the scale but rather careful and considerate judgment as to the most accurate placement of the child on the scale.

Should a certain scale or scales ask for judgments about children for whom you do not feel you have enough insight or information, then leave the scale blank. However, this should not occur frequently. Use this sparingly.

It is felt that the characteristics being rated and the pole descriptions have been stated in explicit language. It is impossible to avoid a certain amount of inter-teacher variance in ratings but this can be minimized if you carefully study the wording of each scale.

BE SURE TO WRITE THE STUDENT'S NAME ON THE IEM ANSWER SHEET IN THE SPACE PROVIDED.



Revised  
(12/18/67)

Unified School District No. 1  
Racine, Wisconsin

ASSESSMENT OF INDIVIDUALS AND NEEDS OF EDUCATIONALLY DISADVANTAGED CHILDREN  
TITLE I, E.S.E.A., 1967-68

I. Personal Data:

Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Grade Placement (1967-68) \_\_\_\_\_

School Enrolled \_\_\_\_\_

Home Address \_\_\_\_\_

Race: White \_\_\_\_\_ Negro \_\_\_\_\_ Spanish American or other \_\_\_\_\_

II. Achievement (To be completed by Central Office)

Actual Grade Placement at Time of Last Standardized Achievement  
Testing (grade and month) \_\_\_\_\_ - \_\_\_\_\_

Results in Grade Equivalent of Last Standardized Achievement Testing  
(Grade and month)

<u>Sub-Test</u>	<u>Grade Equivalent</u> <u>National Norms</u>	<u>Amount</u> <u>Deficient</u>
Word Meaning/Vocabulary	_____ - _____	_____ - _____
Paragraph Meaning/Reading	_____ - _____	_____ - _____
Spelling	_____ - _____	_____ - _____
Arithmetic Computation	_____ - _____	_____ - _____
Arithmetic Concepts	_____ - _____	_____ - _____
Social Studies	_____ - _____	_____ - _____
Science	_____ - _____	_____ - _____

III. Ability

Results in I. Q. of last standardized test \_\_\_\_\_

Grade Level at last standardized testing for intelligence \_\_\_\_\_  
Grade Month

## III. Ability (continued)

1. Is he slow or quick in responding or verbalizing?

Extremely  
slow

: : : : : :

Exceedingly  
rapid

2. Is the child able to express himself in words?

Frequently  
has difficulty  
in expressing  
himself in  
words

: : : : : :

Very  
capable of  
verbal  
self  
expression

## IV. Attitudes

3. Is the child shy or confident in his social relationships?

Very  
self-conscious  
in his social  
relationships

: : : : : :

High degree of  
self-confidence  
in his social  
relationships

4. Does the child tend to worry or is he self-confident?

Constantly  
worrying,  
has  
many  
anxieties

: : : : : :

Child is self-  
confident shows  
appropriate and  
realistic worry  
or concern

5. How does the child react to examination or to discussion of himself or his problems?

Refuses to  
respond or  
to open up

: : : : : :

Open, willing  
to  
respond

6. Does the child appear to feel unwanted or disliked?

Frequently

: : : : : :

Very seldom

7. What is the nature of the child's academic self-confidence?

Very low  
negative

: : : : : :

Very high  
positive

8. In general, the child's self-concept would be best described as:

Very negative

: : : : : :

Very positive

9. Is the child indifferent towards school involvements or does he take an active interest?

Is  
indifferent,  
unconcerned

Has an active  
interest in all  
aspects of the  
school program

: : : : : :

10. Is the child consistent in the quality of his work?

Not consistent,  
quality of work  
varys greatly from  
day to day

Very  
consistent

: : : : : :

11. What is your estimate of the probabilities that this child will meet with adequate future academic success?

Probabilities  
very low

Probabilities  
very high

: : : : : :

12. What percentage of classroom verbal behavior is appropriate and pertinent?

Low  
percentage

High  
percentage

: : : : : :

13. How does the child react to failure or lack of success in his school work?

Seems resigned  
and accepting  
of failure or  
becomes frustrated  
and hostile

Does not become  
defeated by  
failure, uses  
failures or mis-  
takes positively

: : : : : :

14. How flexible is the child?

Stubborn,  
inflexible,  
rigid

Willing to try  
new procedures  
or methods

: : : : : :

15. Is the child suspicious or trusting of the adults in the school?

Very  
suspicious  
distrusting

Very  
trusting

: : : : : :

#### V. Behavior

16. Does the child have unnecessary tardiness?

Frequently

Very seldom

: : : : : :

17. Does the child have 1/2 day or single day absences?

Very  
frequently

Very  
seldom

: : : : : :

18. Does the child show compliance to classroom and school rules and regulations?

Very seldom \_\_\_\_\_ Nearly always

19. How does the child relate to personnel in authority?

Generally defiant \_\_\_\_\_ Usually respectful

20. Does the child distract other students in the school program?

Frequently \_\_\_\_\_ Very seldom

21. In general how would you rate the child with respect to school behavior?

Uncooperative troublesome \_\_\_\_\_ Cooperative, does not create any problems

22. Is the child's attention span sustained?

Distracted, jumps rapidly from one thing to another \_\_\_\_\_ Able to hold attention for long periods

23. Is the child a good listener?

Has very poor listening habits \_\_\_\_\_ Is a very good listener

24. Is the child restless in school?

Frequently \_\_\_\_\_ Very seldom

25. Does the child show adequate psychomotor coordination?

Significantly below age peers \_\_\_\_\_ Significantly above his age peers

26. What is the child's physical output of energy?

Extremely sluggish \_\_\_\_\_ Energetic vivacious

27. Is the child easily fatigued?

Becomes exhausted easily, poor recovery from strenuous activity \_\_\_\_\_ Usually vigorous and robust, quick recovery from strenuous activity

28. Does the child tend to initiate conversation with the teacher and other staff?

Speaks very rarely, seldom initiates conversation \_\_\_\_\_ :

Talks frequently, initiates conversation with teacher

29. Does the child engage in a wide variety of skills and activities requiring physical ability and coordination?

Very seldom \_\_\_\_\_ :

Very often

30. Does the child act impulsively or cautiously?

Impulsive, bolts, acts on the spur of the moment \_\_\_\_\_

Reflective deliberate

31. Does the child make alibies or excuses for mistakes?

Frequently alibies or makes excuses \_\_\_\_\_ :

Seldom alibies, accepts consequences of his actions

32. Does the child get into fights with other children?

Frequently \_\_\_\_\_ :

Very seldom

# VI. Other Characteristics Related to Learning

33. Is the child generally in good physical health?

Frequently in poor health \_\_\_\_\_ :

Generally in good health

34. Are the child's social habits indicative of desirable social maturity?

Immature \_\_\_\_\_ :

Mature

35. Does the child tend to be even-tempered or moody?

Has frequent periods of extreme elation, depression, or negative outbursts \_\_\_\_\_ :

Usually very even tempered



36. Are the child's feelings easily hurt?

Feelings are  
easily hurt,  
frequently  
hurt

: : : : : :

Feelings  
are very  
seldom hurt

37. Is the child dressed appropriately?

Usually dressed  
inappropriately  
for conditions

: : : : : :

Dressed always  
appropriately  
for conditions

38. Does the child participate in music activities provided for his grade?

The child  
participates  
diffidently  
or not  
at all

: : : : : :

The child  
participates  
with  
wholesome  
enthusiasm

39. Does the child show progress in musical skills? (Proper use of the voice in singing, sings in time, responds in bodily movements to music in coordinated, graceful patterns. Listens well and is learning to use his discriminatory powers.)

The child  
exhibits  
little, if any  
progress

: : : : : :

The child  
exhibits a  
great deal  
of progress

40. Does the child show evidence of participating in a wide range of art activities?

The child participates  
in little, if any,  
art activity other  
than that which is  
specifically  
designed

: : : : : :

The child par-  
ticipates in a  
wide variety of  
art activities,  
many of which are  
on the child's  
own initiative

41. Does the child demonstrate skill in the use of materials and equipment utilized in art activities, and a knowledge of art techniques?

The child  
demonstrates  
little skill  
or knowledge  
in the  
above areas

: : : : : :

The child demon-  
strates a high  
degree of skill  
and knowledge in  
the above  
areas

42. Does the child draw, to express pictorially, ideas that are related to his own experiences and reflective of his own environment?

Child's drawings,  
seldom, if ever,  
are expressions  
of his own  
experiences or  
environment

The child very  
frequently ex-  
presses in  
pictures a wide  
variety of ideas  
related to his  
own experience  
and environment

: : : : : :